

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [X] Choice

Name of Principal Ms. Judith Cynthia Marty

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mater Performing Arts & Entertainment Academy

(As it should appear in the official records)

School Mailing Address 7901 NW 103rd Street

(If address is P.O. Box, also include street address.)

City Hialeah Gardens State FL Zip Code+4 (9 digits total) 33016-2419

County Miami-Dade County State School Code Number* 7014

Telephone 305-828-1886 Fax 305-828-6175

Web site/URL http://matermiddlehigh.org E-mail jmarty@dadeschools.net

Twitter Handle @materHS Facebook Page Mater Academy
Charter Middle/High and
Performing Arts Academy Google+ _____
Other Social Media Link
YouTube/URL _____ Blog _____ matersga (instagram)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mr. Antonio Roca
(Specify: Ms., Miss, Mrs., Dr., Mr., _____ E-mail: aroca@materacademy.com
Other)

District Name Miami Dade County Tel. 305-995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Roberto Blanch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 369 Elementary schools (includes K-8)
 - 82 Middle/Junior high schools
 - 77 High schools
 - 0 K-12 schools
- 528 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	16	60	76
10	31	68	99
11	32	69	101
12	19	38	57
Total Students	98	235	333

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 94 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	325
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2 %
5 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 81 %
 Total number students who qualify: 270

Information for Public Schools Only - Data Provided by the State

The state has reported that 74 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 2 %
5 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	94%	94%	95%	95%
High school graduation rate	98%	95%	94%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	102
Enrolled in a 4-year college or university	84%
Enrolled in a community college	5%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Mater Academy is to develop the intellectual and social skills of its students by facilitating a rigorous college preparatory curriculum and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in high school and within a global society. Vision In collaboration with its teachers, parents, community, and administration it is the vision of Mater Academy to provide a meaningful and nurturing educational environment that promotes academic achievement for its students.

PART III – SUMMARY

Mater Performing Arts and Entertainment Academy is located at 7901 N.W. 103rd Street in Hialeah Gardens, Florida, and was founded 10 years ago through a charter contract with Miami-Dade County Public Schools. Hialeah Gardens comprises the county's 11th largest city and is a fast growing municipality with a population of approximately 200,000 residents (Miami Herald, 2004). The majority of the students attending Mater Performing Arts and Entertainment Academy are first or second generation immigrants representing the Caribbean, Central and South American countries. The socioeconomic background of our student body and the surrounding community ranges from middle class to poor, as evidenced by 81% of students qualifying for free or reduced lunch. Mater Performing Arts and Entertainment Academy has 333 total students enrolled in grades 9-12. The school serves 77 exceptional education students (of which 72 are gifted), 5 English language learners, and 251 standard curriculum students.

Mater Performing Arts and Entertainment Academy has been nested within Mater Academy Charter High. Consequently, the school will be graduating its first cohort in the 2014-2015 school year. This school has been labeled a high performing charter by the state of Florida. Mater Academy High School has made great strides toward increasing graduation rate each year, achieving a 98% graduation rate in the 2010-2011 school year and maintained this average through 2013-2014. Our administrators and counselors work closely with all students throughout the year ensuring they are on track for graduation. The counselors actively encourage students to select honors, Advanced Placement and Dual Enrollment courses in preparation for their post-secondary careers, as documented in our Curriculum Bulletin and Subject Selection Sheets. SAT and ACT preparation classes are offered at no cost to our students during summer break, after school and Saturday school. The CAP advisor shares information related to data chats, scholarships, Bright Futures opportunities, financial aid, including FAFSA seminars, college applications and deadlines. The CAP Advisor has designed "The Road to College" seminars to inform parents of all the different challenges, opportunities, finances and benefits for their children to attend the best college possible. These workshops are offered during weekend and evening hours affording our parents the opportunity to attend without missing work. College preparation is vital here at Mater Performing Arts and Entertainment Academy.

Our school emphasizes rigor, relevance and relationships as the cornerstone of our academic successes. Moreover, our school emphasizes the importance of the arts and encourages a strong performing and visual arts program at all levels. We provide students with a comprehensive arts education in a variety of arts disciplines: dance, music, theatre, television production and visual arts.

In its first decade Mater grew from a fledgling charter school in an old warehouse into an academy powerhouse recognized worldwide. The school progressed to the point where its graduates were accepted into colleges and universities all across the nation, including Ivy League schools. The school's growth has been beyond what was envisioned when the doors opened in 2004. Some of the school's recent accomplishments include

- A Top 300 School (US News and World Report and Newsweek Magazine)
- "A" School Designation (State of Florida's A+ Plan)
- Breaking Ranks School (National Association of Secondary School Principals)
- Gold Seal of Excellence (Florida Consortium of Charter Schools)
- Inspiration Award School from College Board

Mater Performing Arts and Entertainment Academy has received numerous awards. We are proud to showcase our Fine Arts Department with over 70 prestigious awards in the past five years from art exhibits to marching band recognition. More specifically, our band has exceeded our expectations being awarded a total of 63 recognitions. Mater Performing Arts and Entertainment Academy also takes pride in being recognized with academic and scholar awards such as the 2007 Silver Knight Award in music, 2010 Orgullo de la Juventud Award, 2011 Emma L. Bowen Foundation Scholarship, 2012 Nat Moore Foundation Scholarship, and 2014 Buick Achievers Scholarship.

Mater Performing Arts and Entertainment Academy implements enrollment procedures in compliance with applicable law and as described in the contract. Any eligible student who submits a timely application via the Mater Inc. and/ or the Mater Performing and Entertainment Academy School website will be included in the lottery process. The School is open to any student residing in Miami Dade County. An open admissions procedure, utilizing a "first come, first serve" policy, as required by statute, unless the number of applicants exceeds capacity. In each such case, all applicants shall have an equal opportunity of being admitted to the school through a random selection process in conformity with Florida's Charter School Legislation. The lottery selection process will maximize the probability that those selected will reflect the diversity of the targeted community. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. In addition, the school may give enrollment preference only as allowed by Florida State Law. Upon acceptance, a parent must register the student and agree to sign the Parent Involvement Contract, Uniform Policy and Cell Phone Policy.

Mater Performing Arts and Entertainment Academy proudly embraces a grade "A" for the 2013-2014 school year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Mater Performing Arts and Entertainment Academy's curriculum is comprised of courses in core academic and electives providing instruction based on the Florida Standards. The core subject areas include language arts/English for speakers of other languages (ESOL), mathematics, social studies, and science. Depending on individual students' assessments results, some students may be required to enroll in remediation courses for mathematics and reading, which replace elective courses. The school uses the Florida Standards and the Next Generation Sunshine State Standards. The state adoption specifications guarantee that the standards are included in all instructional tutorials and support a research-based approach.

The school competently uses qualitative data to inform and guide instructional planning and practice aligned with state standards. Mater Performing Arts and Entertainment Academy adheres to a calendar of district-wide assessments and uses results from state summative assessments, which are collected, analyzed and compiled in data binders. Results from these assessments are analyzed by the leadership team using the prior year's state assessment data in order for the school to develop a School Improvement Plan, Instructional Focus Calendar, and Professional Development opportunities. Formative assessments are administered quarterly. Instructional strategies and/or research-based materials are modified based on the results of data. Students receive differentiated instruction based on weaknesses or strengths from formative assessment results. Students are reassessed with summative assessments to ensure mastery has taken place.

Remedial students and students with special needs have access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate their progress. Students performing at grade level have access to the full range of academic courses. Students who wish to pursue an advanced academic program are provided with honors, Advanced Placement, and Dual Enrollment courses. All students at the school are encouraged to maximize their academic potential by selecting a major. Mater Academy's course of study for all high school students includes: four years of each of the core academic courses (e.g., language arts, mathematics, science, and social studies); at least two years of a foreign language; the required courses in performing and practical art; physical education; and additional electives to complete the 24 credits required to earn a standard high school diploma.

The school uses Springboard by CollegeBoard, Close Reading and Common Core Assessments by Houghton Mifflin, which address the Florida Standards for grades 6-12, as the language arts/reading core curriculum. This curriculum directly correlates to AP courses and college readiness. Learning content is important, but learning how to learn is vital for students to gain the skills to read and make meaning of any text or to write in multiple modes. Examples of how students develop these skills can be clearly seen through lessons such as debates that translate into their argumentative writing skills and close reading strategies through multiple texts as well as Socratic Seminars and Literature Circles that enhance acquisition of the Florida Standards. Tutoring is provided for strugglers Monday through Thursday and for advanced, honors and AP students on weekday mornings and Saturdays allowing for all students to receive support.

In mathematics, students acquire foundational skills through daily encounters with high order, multi-step and real world questions and through the regular use of technology. The SpringBoard text, for example, often uses real life situations and requires students to go through several steps before arriving at the final answer. Through the process of solving a multi-step question, fundamental skills and ideas previously taught are being reviewed and reiterated. Students practice their fundamentals while solving questions of increasing difficulty. Fundamental skills are also practiced continually through the use of technology. By using online games, activities, and software programs, students are provided with even more practice opportunities while also learning valuable technology skills. This two-tiered approach to teaching fundamentals allows for there to be differentiation for students above and below grade level. For the students below grade level, teachers can break the problem is down into more manageable chunks while still encouraging students to practice their fundamental skills. For the students functioning above grade level, multi-stepped and more complicated problems can be provided as a way to challenge the students to even more success.

The social studies department's main area of focus has been the analysis of primary sources as a foundation for higher order critical thinking skills. Through the use of the Document-Based Question (DBQ) Program, teachers have been able to scaffold lessons and target the needs of individual students. The goal is for students, regardless of their level, to be able to analyze founding documents, political cartoons, maps/charts/graphs, newspapers, and letters. The DBQ Project and the bell-ringer assignments are integral for both Advanced Placement and ELL classes. All Advanced Placement and social studies teachers with an End of Course assessment also encourage extra tutoring for students, before/after school or Saturdays.

The goal of our science program is to help students develop a strong understanding of natural systems with an emphasis on scientific inquiry skills. In addition to a rigorous curriculum, science teachers are required to incorporate inquiry-based labs and writing through lab reports. Laptop carts give science classes the ability to incorporate virtual labs and research current science-related world issues. Students participate in competitions such as the South Florida Regional Science and Engineering Fair, Fairchild Botanical Gardens Challenge, and SECME Bridge Building Competition.

Secondary Schools

Mater Performing Arts and Entertainment Academy provides several options for academies and tracks from which students may choose. Counselors review the school course plan to assure that students are enrolled in courses that align with their future career goals. Mater Performing Arts Academy offers various vocational courses that lead to Industry Certification. Courses in fields such as early childhood education and computers help students understand the relevance of school to work and career planning. The school offers courses such as Law, Accounting, and other business-related courses to facilitate students' transitions from school to work. Career and Technical Education (CTE) courses are aligned with courses in math, reading, science, and language arts.

Teachers are given the freedom to implement disciplinary reading strategies in the CTE curriculum. This enables students to succeed in school, careers and daily life. When covering topics such as trades and occupations, teachers assist in the development of math concepts applied to those trades. A project-based curriculum allows for expansion in the areas of reading, research, and vocabulary building. Students who complete a sequence of CTE courses are better prepared to pass graduation tests in reading, writing, and math. The school has provided financial assistance for practice tests and licenses to certify students in Microsoft Office as well as Intuit Quick Books.

2. Other Curriculum Areas:

Mater Performing Arts and Entertainment Academy offers a wide range of courses that are beyond the core curriculum. The school offers arts, business, industry certification, foreign languages, and physical education courses.

Our Performing Arts Department offers courses such as Art, AP Theory, Band, Chorus, Dance Movement, Music/Musical Theater, Piano and Theater and Stagecraft. The performing arts teachers strive to teach their students the fundamentals of their subject in order to make their students succeed. As a department we are always "on the go." Whether in the classroom setting or working on a performance, our team always comes together to make it possible. As teachers we bring our skills, charisma and dedication to our students on a daily basis, making the department prominent at the school. Our common goal is to make our students successful and inspired by the arts.

The Dance Department attends the Superintendent's Showcase yearly where they are also successful. Additionally, students participate in local dance workshops and are provided with opportunities to view plays and dance performances in the county, such as, the Nutcracker Ballet and Hispanic Flamenco Ballet.. Our students participate in yearly Hispanic Heritage and Black History Luncheons to perform dances they have created themselves. The Dance Department also focuses on providing our school with two dance shows a year where students have the opportunity to be cast for a part. Within our classes we engage our students in the performance aspect, as well as theory and knowledge in our lessons. Students are taught history, nutrition, and vocabulary related to various genres of dance.

As teachers we not only teach our subject but also inspire our students to become active learners and achieve success within a global society. Our teachers collaborate by having their students create movement pieces, and art pieces. It is evident that our teachers are dedicated to their craft and truly enjoy the art of teaching, which becomes evident through the success of our students.

Physical education encourages students to use their psychomotor skills and develop knowledge of different sports. It includes the knowledge of rules and strategies of specific sports and allows students to apply skills learned during game situations. Students understand that cooperation and teamwork can be utilized to accomplish a common goal. Physical education helps students recognize how team and individual sports are means to live a healthy lifestyle. It encourages healthy eating and regular exercise. Our school offers a variety of sports including football, soccer, volleyball, and basketball to encourage physical activity. In the classroom, students are required to know and understand the rules of these different sports. Students also learn about health-related topics such as nutrition, CPR, smoking, exercise, and disease prevention. Physical education allows students to develop mentally, socially, and physically.

World languages team has been diligently working to enrich the lives of students through a unique foreign language experience. We have grown tremendously in our professional lives alongside outstanding colleagues from the World Languages Department. Our professionalism, dedication, and most of all our passion for teaching have brought us together and shaped us into a tight knit group. Even though most of us come from diverse parts of the globe, we use this as an advantage. We all contribute something remarkable to the department and each of us has years of experience and wisdom to share. Although we all speak different languages and represent different cultures, we are united by one goal: to make a positive impact on our students' lives. Today, each one of the foreign language teachers can be proud of what they have helped to accomplish.

Each year we continue to grow and expand our horizons in order for our students to have academic options and become motivated enough to master another language. Our students have also excelled in their foreign language AP exams. Last year, the department obtained a 100% passing rate for the AP Spanish Literature exam. Each year we have more students enrolled in the program. We currently offer AP French classes and next year we will also incorporate AP Italian classes as well. These improvements and achievements are the result of years of hard work and dedication from each of the teachers in the World Languages Department. Apart from teaching languages we also teach culture, history, and values. We do everything in our power to enrich our students' education, including conducting cultural activities and projects, enrolling students in competitions, and planning field trips. We have even provided them with the incredible opportunity to travel to foreign countries and experience another culture first hand. Each of the foreign language teachers is fully committed to making our students' experience a great and memorable one.

3. Instructional Methods and Interventions:

Mater Performing Arts and Entertainment Academy successfully implements curriculum and instructional techniques. Curriculum is based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

The school provides various intervention programs for all students needing academic assistance. All students that scored a Level 1 or 2 on the state assessment and/or End of Course (EOC) assessments are enrolled in an intensive reading and/or math course. In addition, these students are required to attend after school tutorial programs twice per week to target academic deficiencies. Pull-out tutoring and push in tutoring is also offered for bubble students. Counselors provide academic assistance by meeting with students to develop better study skills and obtain strategies in preparation for assessments. The school embraces RtI as a system of service delivery that uses evidence-based instruction and interventions, progress monitoring, and evaluation to make informed decisions about the student's educational and behavioral programming needs. It provides students who do not respond to instruction with increasingly intensive levels of intervention.

Students performing at grade level have access to the full range of academic courses. Students who wish to pursue an advanced academic program are provided with Honors, Gifted, Advanced Placement, and Dual Enrollment. In addition to AP courses, students have the opportunity to take Dual Enrollment courses through Miami Dade College.

All students enrolled in Mater Performing Arts and Entertainment Academy are encouraged to maximize their academic potential. The school allocates and protects instructional time to support student learning. The school is committed to treat learners as individuals; therefore, one of the responsibilities taken most seriously is the proper class placement of each student. Each child is evaluated individually and in depth using test scores, past performance, personality, development, and state requirements.

Mater Performing Arts Entertainment Academy provides quality exceptional student education to all identified students with an individualized educational plan (IEP). Services rendered to students with exceptional education requiring supplemental aids and/or services provided on site by certified exceptional student education teachers and licensed Speech Language Pathologists (SLP) to ensure the success of all students.

The implementation of the English Language Learners (ELL) program is serviced through certified ELL teachers who provide identified students with ESOL strategies needed to acquire the English language.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Mater Performing Arts and Entertainment Academy offers a well-rounded, innovative educational program that holds the school and its students accountable for meeting self-imposed goals and standards, as well as components of the Florida State Accountability System, as well as any other age-appropriate, research-based assessments required by the state and/ or district.

Most recently, the gains in both reading and mathematics are attributed to the fidelity of the implementation to the SpringBoard program. The school has been implementing this program for 5 years to date. The 10th grade cohort has been exposed to the college prep curriculum since the 6th grade, thus, having a shift in how and what they have been learning.

We consistently exceeded 50% of students showing learning gains throughout the years in reading and over 80% of students show learning gains in math with the exception of our lowest quartile in 2007 and 2010; in these years, students in the lowest scored below the 50% mark, however, we met the criteria in all other years.

Mater Performing Arts and Entertainment Academy has consistently earned the grade of "A" since the 2010-2011 school year. In 2005-2006, Mater Performing Arts & Entertainment Academy initially earned a grade of "B." In 2006-2007, the school's rating decreased from a "B" to a "D." Analyzing data determined a drop in the lowest quartile in reading, thus not earning points for this population. Based on the results of needs assessment, school improvement strategies were designed to increase learning gains and proficiency in all tested areas. A larger emphasis was given to daily administrative walk throughs, prompting each administrator to conduct a minimum of fifteen walk throughs per day. Reading coaches were employed to conduct sample lessons and work with teachers needing assistance. A three-tier tutoring program was established and students were placed accordingly based on their needs.

Mater Performing Arts and Entertainment Academy is an "A" school for the 2013-2014 school year.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Mater Performing Arts and Entertainment Academy prides itself on using a variety of assessment tools to evaluate student and staff performance and its impact on school achievement trends. Assessment data is analyzed and discussed in order to make determinations on the curriculum pacing, to guide decisions on meeting individual student needs and to drive the instruction for the overall improvement of school performance.

Research-based indicators are always used to help make informed decisions about all curriculum issues across the curriculum area. Instructional materials for the school are research-based and state-adopted. Research and data drives teacher's best practices including how assessments should be constructed and utilized, and what components professional development should include. At the start of the school year, baseline assessments are administered to gauge student levels and begin intervention process. The baseline assessments are followed by interim assessments. Interim assessments are aligned to the pacing guides, the Florida Standards and Next Generation Sunshine State Standards. Data collected from these assessments are used to assess student performance, identify gaps, evaluate, the effectiveness of curriculum and instruction, and determine interventions and differentiate instruction to improve student performance. The assessments yield timely and accurate information that is meaningful and useful to the administration, teachers and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. Curriculum Pacing Guides and student Progress Monitoring Plans are used by all Mater Performing Arts and Entertainment teachers to provide assistance for all students. Site administrators, instructional personnel, and site-based coaches in reading and mathematics assist teachers in using data to drive instruction. Data chat discussion are held with teachers and students to review results of high stakes state tests, baseline data, Interim Assessments , College Entrance Exam results, and End of Course Exams.

Annually, stakeholders, consisting of administration, teachers, parents, students, and community members, analyze prior year student performance trends to establish measurable goals for the current school year and those are identified and written in the School Improvement Plans for the subsequent school year, affording the schools a consistent and ongoing continuous improvement process. School Improvement Plans are revisited monthly during School Advisory Council meetings. Ongoing assessment data is analyzed and strategies are modified to impact student progress.

Part VI School Support

1. School Climate/Culture

At Mater Performing Arts and Entertainment Academy, the concept of “family” is engrained in our culture. Parent academies, student orientations, community involvement sessions, and student peers, establish the venue by which families can become an integral part of the “Mater Family.”

The school believes that a safe and orderly school is of primary importance. When children behave in a respectful, responsible and safe manner, they learn more and develop into responsible adults whose “character counts”. The school has a structure in place where teachers and students alike feel that they are in a safe environment conducive to learning.

The Comprehensive Student Services Social-Emotional programs help to provide a well-rounded, in-depth understanding of how to deal with the stresses, challenges, and sudden, tragic life events our youth are faced with every day. Student Services Personnel provide individual and group counseling to students who might be grieving, experience post traumatic syndrome symptoms due to a tragic incident, conduct whole group presentations utilizing comprehensive curriculum in the area of Bullying , Harassment, Sexting, Aids Awareness, and Youth related crime. Counselors work closely with parents to make sure that the student's needs are being met at home during recovery. All of these proactive and preventative supports are in place to ensure the school meets the needs of the ever changing student.

The established culture of the school provides teachers with an environment that makes them feel valued and supported. Teachers are involved in the decision making process through various platforms. Many teachers are given the opportunity to become members of the School Advisory Council, the school leadership team and other leadership roles within the school. The administration also believes in an open door policy where they have the ability to express concerns or ideas that they may have or may want to implement.

Extra-curricular activities play a major role in the culture and environment of the school setting. At Mater, this is more than the norm. It is a point of emphasis. Extra-curricular activities are used to enhance the learning environment, entice student involvement, and create a nurturing student atmosphere. The school showcases performances seasonally and annually by opening its doors to the community. For instance, the Mater Glee Club has performed for sold out crowds providing access to “Broadway” type shows every year. The Mighty Lion Band performs a few times a year on and off campus. Interest clubs promote activities such as Scarefest during Halloween. This event brings in children and parents from the school and all over the community to provide a safe environment during this holiday. Participation in athletic events have also seen an increase in involvement from students and teachers. Students enjoy seeing their teachers attend their athletic events.

2. Engaging Families and Community

Mater Performing Arts and Entertainment Academy believes in engaging parents in all aspects. An Open House meeting is held at the beginning of each year to inform parents of all the resources available for students and families. The Educational Excellence School Advisory Council (EESAC) carries the responsibility for developing, implementing and evaluating the various plans, programs and activities including the School Improvement Plan (SIP). Administrators, teachers, students, parents, and community members are all part and voting members of the EESAC Committee. The school ensures that parents have the information needed to make well-informed choices for their children and effectively share responsibility with their children's school. Parents are highly encouraged to have their children participate in tutorial programs offered by the school. An effective communication system from home-to-school and vice versa is practiced to ensure that parents have information about school programs and their child's progress. Parent-teacher conferences are scheduled 4 times per year and held to discuss the individual child's achievement. In addition, parents are provided frequent reports on their child's progress. Communication with parents occurs via parent-teacher conferences, Connect-ED messages, and conferences held with the school's administration. The school also recruits and provides parents with the

opportunity to volunteer at the school site once the parent has been cleared as a volunteer through MDCPS. Parents are encouraged to participate in the PTSA, in which they are provided the opportunity to contribute in the decision-making process of the school. We believe that positive parent/family involvement is essential to student achievement and, therefore, encourage such involvement in school educational planning and operations.

Community involvement continues to be a fundamental part of the philosophy and operation of the school. Mater Performing Arts and Entertainment Academy ensures parents, teachers, other community members, and stakeholders are actively engaged in the design and implementation of the school. Community leaders and parents are urged to become valuable stakeholders, along with the staff, and are also encouraged to become members of the EESAC and assist in the development of the SIP.

In addition to participation in the EESAC, Mater reaches out to local business to host fundraisers for the school. Local participating restaurants such as Chili's, Fuddruckers, Menchie's host Mater nights where a percentage of the profits go towards the school. The school extends into the local community by hosting College, Career, Job, and Health and Wellness Fairs in order for students to connect with the community around them.

3. Professional Development

Mater Performing Arts and Entertainment Academy aligns all professional development with the Florida Standards. Our professional development system is used to increase student achievement, enhance classroom instructional strategies, promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. Our teachers come together on a regular basis (at least weekly) for the purpose of improving teaching and learning. We are a learning community that is driven by specific goals or targets based on student needs. All the members including the administrators are clear about the purpose of their time together and share accountability for student success. The learning that occurs in our community is always transferred into action, and time is spent examining evidence that what is learned and implemented is having an impact on student achievement. The school sends teachers along with administrators to district professional development in areas of needed growth. The school creates an in-service calendar based on student needs and performance on assessed standards. We are a community that creates our own workshops and invites other Mater schools to our courses on designated teacher professional days as well as sends teachers to other schools. Our administrators participate in our coalition meetings with other Mater administrators to discuss needs as well as best practices at any given school site. The school held in house professional development sessions hosted by CPalms that addressed data and its essential use in classroom instruction throughout the shift to the Florida Standards. The courses were designed to inform teachers on the new instructional shifts in ELA/Literacy and Mathematics within the Florida Standards. All teachers were required to participate depending on subject matter taught. All teachers were required to attend another in house session that addressed Using Data to Dramatically Improve Student Outcomes. This was an essential session because it assisted new and veteran teachers to realize how crucial it was to incorporate data into the classroom structure.

4. School Leadership

The leadership team's main roles at Mater Performing Arts and Entertainment Academy are to maintain a safe learning environment and be highly effective instructional leaders. Instructional leadership is the main priority for the school administration. The administrators must conduct daily classroom in all classes. Each administrator oversees curriculum for an assigned department; they are responsible for curriculum and instruction, data, and making instructional decisions as necessary. An organizational chart has been created to divide all duties and responsibilities involved in operating a school such as school-wide discipline, facilities, activities, budget, special programs, etc.

In addition to the administrative team, the school leadership team consists of department chairs from each curricular area. The team meets bi-monthly to discuss data, instructional strategies, assessment information, and school wide activities. The department chairs then disseminate the information to the

teachers in their department. The school leadership team also assists in the instructional decision-making process.

There is also a School Advisory Council (SAC) that is made up of school administrators, teachers, parents, students, and community members. The purpose of the Educational Excellence School Advisory Council (EESAC) is to work to ensure school improvement, professional collaboration and authentic representation in decision making. We will accomplish our goals by preparing and monitoring the Educational Excellence Plan as required by the Blueprint 2000. These stakeholders meet monthly to make decisions regarding school improvement and budget. The main function of the SAC committee is to monitor implementation of the School Improvement Plan (SIP); the team also approves changes to the (SIP) each year. Other functions of the SAC include reaching out to community partners, sponsoring drives to increase parent involvement, assisting the school in creating and analyzing school climate surveys completed by parents and students, and increasing the attendance of financial aid and college admission workshops.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT and Geometry EOC</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>FLDOE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	98	98	81	92	90
Level 4 or above	84	64	41	67	
Number of students tested	83	89	105	75	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	98		82	89	
Level 4 or above	82		46	66	
Number of students tested	62	66	87	56	
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	99	99	80	94	
Level 4 or above	86	67	40	68	
Number of students tested	79	83	96	74	
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: The shift from FCAT to Geometry EOC commenced in Spring 2012 when Geometry EOC was first administered. Due to the high number of students taking accelerated course work in the middle school, the participation numbers and percentages in Level 3, 4 or 5 for the 2013-2014 school year are not applicable.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT and Algebra 1 EOC</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>FLDOE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above		97	89	56	91
Level 4 or above		61	24	6	52
Number of students tested		38	46	32	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above		97	93	50	90
Level 4 or above		57	22	8	52
Number of students tested	6	33	27	26	68
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above			91	58	91
Level 4 or above			26	6	52
Number of students tested	9	32	43	31	82
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: The shift from FCAT to EOC Algebra 1 commenced in Spring 2011 when Algebra 1 EOC was first administered. Due to the high number of students taking accelerated course work in the middle school, the participation numbers and percentages in Level 3, 4 or 5 for the 2013-2014 school year are not applicable.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT and FCAT 2.0</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>FLDOE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	90	85	64	81	51
Level 4 or above	66	56	40	45	31
Number of students tested	91	91	111	75	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	92	87	62	79	49
Level 4 or above	65	57	36	45	31
Number of students tested	66	67	90	56	63
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	91	86	62	82	52
Level 4 or above	67	58	41	46	32
Number of students tested	86	85	102	74	84
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in Spring 2011 when FCAT 2.0 Reading were first administered.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT AND FCAT 2.0</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>FLDOE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	93	93	85	99	61
Level 4 or above	49	50	43	39	24
Number of students tested	94	97	99	99	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	94	91	86	44	59
Level 4 or above	48	46	46	39	22
Number of students tested	70	69	65	78	68
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	93	93	85	48	62
Level 4 or above	50	52	45	40	25
Number of students tested	88	89	94	92	82
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in Spring 2011 when FCAT 2.0 Reading were first administered.